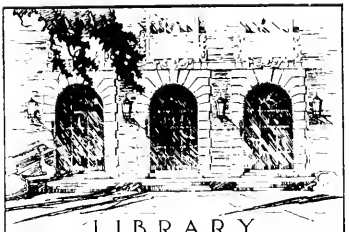

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SUGGESTIONS

WITH REGARD TO

CERTAIN PROPOSED ALTERATIONS IN OXFORD.

BY

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The Committee of the Tutors' Association have thought it desirable to print the following Communication, received by them in reply to questions which they had circulated.

SUGGESTIONS, &c.

I.—UNIVERSITY.

§ 1. *Government, &c.*

THE best suggestions upon this subject appear to me to be those in the Second Report of the Oxford Tutors' Association. The present Hebdomadal Board is the direct expression and result of the principle of subjugating the University to the nineteen Colleges and five Collegiate Halls, which pervades the Laudian Statutes. Through it, the Colleges, as represented by their Heads, have the sole executive power and the sole initiative in legislation. This principle ought, in my opinion, to be reversed; the Colleges should be subordinated, as in ancient times, to the University; and an independent system of Academical self-government should be established. The recommendations of the Royal Commissioners do not, as I understand them, proceed either upon the one principle or upon the other. They profess, indeed, to aim at the emancipation of the University from the control of the Colleges; but they do not seem to keep this object in view with any consistency; and the principle of Academical in-

Present Hebdomadal Board.

Board suggested by the Commissioners.

Objections to it.

dependence and self-government is discarded and set at nought in the scheme which they propose, at least as completely as in the Laudian Statutes.

Its executive functions.

First, with respect to the executive administration. They propose to leave this unchanged, in the hands of the present Hebdomadal Board, except in the department of 'Studies,' which they propose to transfer to the Professorial body. By this division, the intellectual government of the University would be separated from its moral government and discipline; and both would be vested in Oligarchical Bodies, neither collectively nor in the persons of any of their individual members responsible to the University.

Its legislative.

Next, with respect to the initiative of Legislation.—The Commissioners propose to give this to a numerous deliberative Assembly, composed entirely of College Officers and of University Professors and Public Lecturers, with an original numerical preponderance of the Professorial element, and a power of increasing that preponderance at any time by increasing the number of Public Lecturers. (The Proctors, who would be only two out of so many, without any special privilege, may be disregarded.) Under this constitution, all would be *ex officio* members; holding their offices (practically) for life, or during their own pleasure; and appointed either by the Colleges, or by the Crown or some other external authority, or (worst mode of all) by self-election:—for the Commissioners propose to transfer to the Congregation itself the nomination of all Professors hitherto appointed by Convocation, by the Graduates in Divinity, and by the Heads of Houses; and to vest in Professorial Boards, with the sanction of Congregation, the appointment of all future Public Lecturers. The absolute control over Uni-

All its members to be *ex officio*.

versity Legislation would thus be entrusted to a Board, differing only from the present Hebdomadal Board by the addition of a great number of nominees of the Crown or of individuals;—the College Tutors, (of whom the seniors only would sit in this Board) being themselves nominees of the Heads of their respective Colleges. Of all the elements of this Congregation, the Heads of Houses alone can be said to have any sort of Representative character; they do represent officially their respective Societies, which, as affiliated Corporations of the University, may reasonably be thought entitled to have some direct *share* in its government; and they were elected by the general voice of the members of those Societies to the offices they fill. But the *Senior Tutors* of Colleges are neither office-holders of the University, nor persons chosen by their own Societies to represent them, for this or any other purpose whatever; and *their* place in the Commissioners' Congregation is a mere solecism, at variance equally with the proper subordination of the Colleges to the University, and with any bona fide principle of College representation.—The Professors and Public Lecturers would, indeed, be University officers; but, not owing their appointments to the University, and sitting *en masse*, without any selection, they would *represent* nobody, except themselves and their patrons.

It has hardly any Representative character.

In the objections, very temperately stated by the Tutors' Association, to the extraordinary preponderance of power assigned in this scheme to the Professorial Body, I fully concur. The Professors have hitherto established no title to an ascendancy in the Councils of the University; they have as yet had no part whatever in its government; and to transfer to them suddenly the practical control over its whole legislation, would

Undue preponderance of Professors;

themselves an untried body.

be a violent revolution, wholly (as it appears to me) without cause or reason. The Professorial scheme of the Commissioners is itself an untried theory, dependent very much for its success upon other measures, which may require a considerable time to mature them, and bring them to the test. Let it be tried; and, if it answers, it may then be right to consider, whether those who administer it ought to be admitted to a larger share of power in the Government of the University, or not; but, until then, it is better, instead of staking everything upon a mere theory, to adopt a system of government which will be safe and efficient, in any event, and which will connect, in a natural way, the future with the past.

Which is to have a power of increasing its numbers.

Besides this, it would surely be a grave mistake, both in principle and in practice, to give the Professorial element in the Congregation, (even if it ought to be originally predominant), the power of increasing its own preponderance indefinitely, from time to time, by the introduction of new Public Lecturers. Yet this is the proposition;—while the numbers of those who represent the other element are to be, from the beginning, fixed and stationary. The abuses to which such a power might lead are very obvious; and the jealousy with which it would be justly regarded, if no disposition actually to abuse it were shewn, would necessarily operate as an inconvenient obstacle to any increase of the number of Public Lecturers, though such increase might be really very desirable for the Educational interests of the University.

I also think, that the Commissioners have failed altogether to meet the objection, which lies against an English-speaking Academical Parliament, comprising more than a hundred members, on the ground, not so much

(as they put it) that it would "degenerate into a debating Society," as that it would be too dangerous and convenient an instrument for the formation of factions, the discussion of controversies, the agitation of needless changes, and the displays of personal ambition. The argument, (which the Commissioners suggest, but scarcely insist upon,) from "the character and station of its members," is nothing: the Professors and Public Lecturers, if they prove to be the eminent men the Commissioners expect, will, very many of them, according to all human experience, be ambitious men; many of them will be young; many, having already received the notice and patronage of the Crown, will be looking to still higher patronage, or to the more splendid prizes of the world, and will not by any means terminate their views for life in Oxford. The ideal Professor of the Commissioners, wholly devoted to learned and Academical pursuits, and always the best man to be found for the place, is much more likely to constitute the exception than the rule. And if, (as I think,) it is probable, that a Professoriate, appointed mainly by the Crown, would be found more accessible than most of the other constituents of Academical Society to popular and non-Academical influences, (a circumstance which, in some respects, would have its advantages), those influences would also stimulate, in a very undesirable degree, the natural tendencies of personal ambition, in an assembly affording frequent opportunities for the exhibition of intellectual and oratorical powers. No real check to these evils could be afforded by the only safeguard which the Commissioners suggest; viz. that the Congregation should not meet regularly for legislation, but should be specially convened by requisitions for the purpose, when-

Dangers in a body so constituted, and of such a size.

ever a fixed number of its members might have agreed upon some definite proposition to be submitted to it. The fixed number of requisitionists must necessarily be small; otherwise the check would be far too obstructive; and the conditions thus made necessary for convening Congregation would be easily fulfilled, as long as there was any ambition or activity to desire it.

Plan of the Tutors' Association.

The plan of the Tutors' Association has the merits, of reducing the initiative Board of Legislation to a small and manageable number; of vesting in it all the powers of the present Hebdomadal Board, and so dispensing altogether with that body; of representing in it, (1) the Colleges, by a fixed number of delegates chosen for that purpose by the whole body of their Heads; (2) the Professors and University Teachers, by a like fixed number of Delegates chosen by their whole body; and (3) the rest of the resident members of Convocation, by a like fixed number of delegates chosen by their whole body; of creating an equal balance of power between these three elements; of providing for the responsibility of the several Delegates, by making them go periodically out of office; and of securing the introduction of new blood from time to time, by making those who go out of office reeligible only after a year's interval. On the whole, this seems to me to be a safe and well considered plan of self-government, likely to work efficiently, and to restore and secure the independence of the University. I should be glad to see it adopted.

§ 2. *Course of Studies and Examinations.*

Upon this subject, which I think is ably treated in the Commissioners' Report, I am not disposed to dissent from their recommendations.

§ 3. *Honours.*

I am in favour of attaching honours to all the Schools, at all the Examinations. There is no doubt, that the multiplication of honours must tend to diminish their specific value, as mere distinctions; but I am not sure that this very circumstance may not tend to make them more useful as instruments of education. When a particular Honour is a very marked object of ambition, there is danger that knowledge will be sought upon a narrow and superficial system, for the sake of that Honour, and that the studies will be regulated by the expected course of Examination, instead of being merely tested by it. This danger will probably be less, in proportion as the distribution of Honours ceases to be rare and exceptional, and is applied as a general stimulus to proficiency in all the branches and stages of Academical study.

Should be given at all the Examinations.

§ 4. *University Extension.*

This, in my opinion, ought to be the main object of University Reform. The highest education of the kingdom ought to be made as extensively and generally available, and at as low a cost, to all classes of the Queen's subjects who are disposed to profit by it, as can be accomplished consistently with the maintenance of those characteristics which constitute its excellence. At present, it is confined within very narrow numerical limits, by the combined operation of, (1) The College monopoly; (2) the predominance of particular studies; (3) the defective state of discipline; (4) the high scale of expenses; and (5) the fastidious and aristocratic tone of habits and manners. To these causes, some might be disposed to add, the connection of the University with the Church of England; but this is a connection

Causes which now unduly limit an University Education.

upon which its main public uses and characteristic excellencies in a great measure depend; especially the supremacy within its walls of religious truth over secular knowledge; which, according to all experience, could not be maintained under a system practically uniting all religious sects. The five causes which I have enumerated are very closely connected with each other; and the four last, relating to studies, discipline, expense, and manners, are in my opinion mainly dependent upon the first, viz. the College monopoly, which I think is the fundamental cause. By the College monopoly, (a term, which I use in no invidious sense,) I mean the statutable restraint of matriculation in the University to students belonging to one of the nineteen Colleges or five Collegiate Halls, and required to reside within the Collegiate buildings during the greater part of their undergraduate career.

Causes which soon after the Reformation tended to restrict Education to the Colleges.

In the times before the Reformation, all education was clerical, and all learned men were clerks; but the demand for clerical education was then great, the class who required it numerous, and the system under which it was given in the University (after, as well as before, the foundation of colleges) was free. The Reformation destroyed the greater part of the old demand for this education, and the revival of classical learning greatly modified its character. For the education, so modified, a new but still a limited demand sprung up, among the youth of the lay aristocracy; and, from this period, till a considerable time after the date of the Laudian Statutes, the remains of the clerical class of students, and the aristocratic youth, constituted the only possible materials in the country for Academical instruction. For them, the Colleges furnished amply sufficient accommodation; the former class were naturally drawn

into the Colleges by their endowments and charities; the latter, by their comforts and splendour. Under these circumstances, the numerous private Halls of ancient times necessarily gave way; and, among the disorders and distresses of those days, the College endowments probably saved the University itself from extinction. But Archbishop Laud committed the most serious possible error, when he imposed upon the University, as the permanent law of its future existence, the posture which it had thus accidentally assumed during a period of religious and political transition. By so doing, he took away its elasticity and expansive power; and, in the event of a demand for Academical education arising from classes neither clerical nor aristocratic, under any subsequent development of society, he made it physically impossible to supply that demand. He said, in effect, that the University should never educate more than about 1500 students (I take the present maximum of accommodation from the Commissioners' Report) at any future time; and, as the clerical and aristocratic classes were then in full possession of the Colleges, and were likely always to require an amount of accommodation approaching this limit, this was virtually a restriction of the University by Statute to those classes. The natural effect of this association, (coupled with the great extent of lay patronage in the Church of England, the richness of her preferments, and perhaps some political causes,) was, that, from the Revolution downwards, the clerical students in the University, and through them the clergy of the national Church, became gradually more and more aristocratic; a fastidious tone of habits and manners, and a corresponding style and scale of personal expense, established itself among the Undergraduates,

Error of Abp. Laud in endeavouring to perpetuate this restriction.

Hence the aristocratic character and expense of Oxford Education.

and the College bills rose in proportion: discipline and intellectual energy declined; and the course of study adjusted itself to the contracted character of this system. The same general character is still preserved in the Colleges, (though with considerable moral improvement during the present century;) the difference between the good Colleges and the bad being now chiefly this, that in the former the aristocratic spirit is tempered with a superior discipline, with a higher religious and intellectual tone, and sometimes with better sumptuary regulations; in the latter there is more license, less intellectual activity, and (generally) less refinement. For plain middle-class students, brought up among the associations of commerce, compelled to practise a strict economy, and destined, after leaving the University, to return to commercial pursuits, the expenses even of the best regulated Colleges would be far too high, and the moral and social atmosphere (as a general rule) not merely uncongenial, but positively unhealthy, and detrimental to their future prospects. Sir Charles Lyell's observations upon this point, quoted at page 46 of the Commissioners' Report, are extremely just and pertinent. As long as the College monopoly is maintained, I am satisfied it would be vain to look for any very material change in these respects from the Colleges. The pressure of Upper-class students into a College will always increase, under the present system, as its reputation for discipline and good management increases; the power of social traditions and esprit de corps will necessarily continue to be felt, in the manners of old societies which keep up a constant succession of similar elements; and the study and practice of a rigid domestic economy cannot easily be recovered by corporations which have long lost the art, and

Which can only be extended by admitting students unconnected with Colleges.

whose individual governors have no strong personal interest in its revival. It is, therefore, essential, in my judgment, that University extension should be sought for by a return to the ancient system of admitting students unconnected with Colleges. The plans for extending the Colleges, by dispensing with residence within the walls, or by founding Affiliated Halls, seem to me half-measures, calculated only to accomplish objects of a much too limited nature. The former method is chiefly adapted to meet the case of students of the same class as those now frequenting the Colleges, who cannot find entrance into a good College for want of room;—the latter proceeds upon an eleemosynary principle; and, whatever its success might be, it could only enlarge to a certain amount the present numerical limit of the capacity of the University, instead of enabling the University to adjust its supply of accommodation from time to time, both in quantity and in quality, to any possible increase of demand. The last observation applies equally to the scheme of one or more Independent Halls, to be founded either by individual donation or subscription, or by an advance of money from the University itself. Apart, therefore, altogether from the questions of pecuniary ways and means which they involve, these suggestions seem to me inadequate to the occasion.

If, then, Students unconnected with the Colleges, or with Affiliated or Independent Halls, are to be admitted, the great question is, how is it to be done? Two conditions seem essential to the object in view; cheapness, and discipline; and, to ensure any really considerable success, I should be disposed to say, *much greater cheapness, and considerably better discipline, than in the best of the existing Colleges*, ought to be attained.

It is also necessary that there should be adequate means of instruction.

The Commissioners have proposed one scheme, and the Tutors' Association another; both of which agree in allowing non-Collegiate students to reside in Oxford in private houses, licensed by authority, of which the number may be multiplied according to the demand. But in other respects the difference between the two plans is vital; and a mere statement of that difference is, I think, enough to shew at a glance their comparative merits.

Plan for this purpose proposed by the Commissioners.

The Commissioners do not propose to give any Academical character to the house in which a Student is to be permitted to reside; it may, according to their plan, be the house of any common lodging-house-keeper or tradesman. They place him under no personal guardianship, no domestic government; they surround him with no religious observances; they leave his morals uncared for, except by the Proctors, (excusing themselves upon this point with a few rather superficial remarks, to the effect that it is impossible for all young men always to be kept moral, even in Colleges; and disregarding the strong warnings of some of their own best witnesses, who have served the office of Proctor;) —they leave his studies without superintendence, and his necessary expenses unregulated; and they offer him no protection against needless expenditure.

Objections to it.

Plan of Private Halls, or Houses under a Master of Arts.

The Tutors' Association, on the contrary, recommend, that every house, licensed for the residence of students, should be invested with an Academical character, as long as it is used for that purpose. They propose to revive in such houses the name, and whatever was best in the principles and management, of the ancient Private Halls; requiring the keeper of every

such Hall to be a Master of Arts, approved and licensed, on satisfactory testimonials of his fitness, by the Executive Board of the University; assigning to him the office of a resident Principal over the inmates, with duties analogous to those of the Head and also Tutor of a College; and making him responsible for the moral, religious, and economical government, and for the proper superintendence of the studies, of all his students.—Under the plan of the Commissioners, every moral and economical evil now most complained of by parents and the public, would flourish with ranker luxuriance; and the students in lodgings, as a class, would be exposed to greater risks than those in the worst-conducted Colleges, because risks less capable of being guarded against beforehand, and less remediable by discovery and correction, when actually incurred.—Under the plan of the Tutors' Association, the free competition of different Halls would naturally, and by the mere operation of the ordinary principles of supply and demand, result in the attainment of high degrees both of economy and of discipline; because economy and discipline are what the public want, and would be the surest roads to reputation and success;—and in *every* such Hall a creditable standard of discipline would be likely to be maintained, better probably than in the Colleges, on account of the facilities afforded by small numbers, and the flexibility of a new organization. Middle-class students might find in this system all that they want to make the University really accessible to them; the means of escape from unsuitable associations and habits; domestic society, as simple and free from pretension as in their own homes; necessaries and ordinary comforts, including furniture, &c., supplied at low fixed rates; and all ordinary temptation

Its advantages;

in discipline and economy.

and opportunity to indulge in entertainments and other costly superfluities cut off. And, as long as the University contains men of the same stamp with some Masters of Arts now residing within its walls, whom it would be easy to name, (I do not doubt there are many such, and I believe there always will be,) the same system would also furnish effectual means for the education gratuitously, or at the lowest possible cost, of meritorious students belonging to a still poorer class, by fellows of colleges not unmindful of the eleemosynary benefits which their own Founders intended for the poor.—Of course, if this plan is adopted, it will be an essential part of its machinery, that all Fellows of Colleges (if duly licensed) may be allowed to open and reside in private Halls, without vacating their Fellowships;—and perhaps not the least of its benefits will be, that it will open a new field of useful employment, in the service of the University, to many Fellows of Colleges, who might otherwise become sinecurists for want of some definite academical work to do.

Probability of its being worked successfully by College-Fellows.

The instruction of the students residing in these Private Halls should be, as I have already said, superintended generally by their Principals; who might also, as suggested by the Tutors' Association, be at liberty to make arrangements with each other for the combined instruction of the students of several Halls, upon such a division of subjects and labour, as might be found best adapted to the attainments of the several Principals, and most conducive to a due economy of time. The Hall-Students would also attend the lectures of the University Professors and Public Lecturers, as contemplated by the Royal Commissioners. In my own mind, however, (and I may mention, that the same plan of extending the University by means of

Means of Instruction for such Halls.

Importance with a view to this of increased *Freedom of Instruction.*

Private Halls, which is now recommended by the Tutors' Association, has long appeared to me desirable, and had been advocated by me both publicly and in private before the Royal Commission was issued,) the principle of *freedom of instruction* within the University has always been associated with the principle of the free admission of non-Collegiate students. The Commissioners correctly observe, that every Master of Arts, by the formula of admission to his degree, receives authority to teach publicly in the University; and it is only necessary to turn to Anthony Wood, (Annals, vol. 2. p. 710 et sqq.) to see that, in ancient times, the private 'Schools' (i. e. places where instruction was given to classes of students by private Masters of Arts or Graduates in the higher faculties) were almost as numerous in the University as the Private Halls; and that the two were correlative, in a practical sense, to each other. I think this ought to be so again; and without this resource, I should not feel very confident of the success, in an intellectual point of view, of the non-Collegiate system. I know not what danger could arise from leaving it open to every Master of Arts to give lectures in the University on any recognised subject of secular study which he might think fit, and to organize classes of such students as might choose to attend him, either gratuitously, or upon any terms of remuneration, as might be arranged between himself and them. No serious abuse of this power, by the inculcation of any pernicious doctrines, (if it were to take place,) could remain secret; and of course the University authorities might and would silence any lecturer in case of abuse. If, however, it were thought that this power should not be universal, it might at all events be granted, by license of the

Free permission to teach should be restored to all Masters of Arts.

Executive Board, to every applicant of good character and proper qualifications in other respects. Such a system would possess an elasticity and self-supporting power, which could never be communicated in an equal degree to an official Professoriate, or to a limited official class of Public Lecturers appointed by and dependent upon the Public Professors: and the activity and success of the voluntary Lecturers, (if they did succeed,) would stimulate usefully the exertions of the official staff, and would help at once to check improper appointments, and to increase the cultivation and exhibition of that kind of ability which ought to constitute the qualification for Professorships. The principle of such freedom of instruction is already recognised in the liberty now universally allowed at Oxford and Cambridge, even to Bachelors of Arts, to take private pupils:—and in foreign Universities it has produced excellent fruits, as in the case of Niebuhr, whose Lectures on Roman History were originally given in this manner at Bonn. If, as I hope and anticipate, the result of opening Oxford to free students should be to attract large numbers of them, some such self-adjusting machinery for their instruction will be, either absolutely necessary, or at least very highly valuable; for it cannot be expected that all those, who are eminently qualified for the office of teachers in particular branches of knowledge, will either find a place upon the public Professorial staff, or feel disposed to incumber themselves with the government and domestic economy of Private Halls; and, if the non-Collegiate Students are to be kept upon a par with the Collegiate, every effort should be made to provide for them an adequate substitute for the Tutorial System, and no part of the teaching power of the University, available by any

Advantages of such freedom.

means for their assistance, should be thrown away. It would be unsafe to rely altogether upon the Principals of the Private Halls for an effective system of tuition; and the Lectures of the Professors will always be of too general a nature to supply this want.

Before leaving the subject of Private Halls, I wish to anticipate one observation which may perhaps be made; viz. that there is nothing in the Commissioners' plan to prevent the voluntary establishment of such Halls by Masters of Arts, and their general adoption by the public in preference to ordinary lodgings, if they are likely to answer better. But it would be a great fallacy to imagine, that little or no mischief would be done by a system of license, only because licentiousness might not be made compulsory. Discipline, in a University, should always be compulsory and universal, as far as it can be made so. If it is optional, there will always be many dissolute and rich students, (and other students, fond of their own ease and independence, though neither rich nor dissolute,) who will like to be as free from discipline as possible; and there will be many foolish parents ready enough to indulge their sons in that inclination. And this is an evil sure to spread, if it is admitted at all, through the influence of fashion, and the habits of aristocratic pretension, which are so unfortunately common, both in the University and in the country at large.

Great dangers of license attending the plan of the Commissioners.

To the questions, whether the sons of merchants, bankers, manufacturers, engineers, architects, solicitors, surgeons, superior tradesmen, &c., destined themselves to follow the like professions, would be disposed to come to the University, if they could find there free admission, with facilities for the practice of strict economy, and proper guarantees for a safe domestic disci-

Probability that the Middle Classes would avail themselves of an University Education, if it were made accessible to them.

pline under social conditions suitable to their habits and means;—and whether they would be likely to derive from a University education benefits sufficient to counterbalance any delay which it might cause to their start in life;—I have no difficulty in answering, that I think it would be very well worth their while to come, and that they would soon learn to do so, and would eventually come in very large numbers. For this purpose I presuppose, that the Academical system of study will be bona fide enlarged, so as to give real opportunities and encouragements for the acquisition of all those branches of knowledge, hitherto neglected, which in the country generally are considered necessary parts of a good education. The classes spoken of include a vast, and ever increasing, proportion of the wealth and intellectual activity of England. The members of those classes know very well the practical value of knowledge; and it is only just to say, that their ideas upon the subject are generally liberal and comprehensive. They wish, undoubtedly, that their children should be introduced early to those elementary studies, which may have a useful bearing upon their future business in life; but to these they are anxious to see added as much general mental cultivation as can be brought within their reach. Nobody, who mixes at all with them, or who knows anything of the usual course of study at the places of education which their children now frequent, can be ignorant that this is so. Nor is there, in any of these professions, any fixed rule or practice, that I am aware of, as to the age at which their strictly professional education ought to begin. The children of very humble parents, when trained to such occupations, do and must begin them in mere boyhood; because it is of vital importance to their parents, that they should be

Desire of such classes for general mental cultivation, and its real value with reference to their position in life.

earning their own maintenance as soon as possible. But the children of men prosperous and eminent in their business are under no such necessity; such parents can generally give their sons a good start in their own line of life, with fair opportunities of success, (if they are qualified by disposition and preparatory knowledge to succeed,) whether they begin one or two years earlier or later. It would, doubtless, be an object with them to lose no time unnecessarily; and probably they might often be sent to the University as early as sixteen or seventeen, and might leave it at nineteen or twenty, if confidence were felt in the efficiency and domestic character of the discipline in the Private Halls. But, if the education given is really a valuable one for young men destined to enter these professions, the *elite* of such young men (a very numerous class) will be found able to afford the necessary time for it, whatever that may be. And of the value of an Academical education, even in a strictly professional point of view, when given upon a sufficiently comprehensive system and under favourable moral conditions, I entertain no doubt. Superior mental cultivation tells very much in every profession; it enlarges the views, improves the judgment, and obtains for its possessor consideration and influence in the ordinary intercourse of mankind. It may not introduce a man to business, at the beginning of his career; but, when he has begun to rise, it helps him to advance more rapidly than he otherwise could; it adorns and dignifies his success; and (what, in these times especially, is very important) it qualifies him for any elevation in the social scale to which that success may lead. —I cannot pretend to define the degree of cheapness which ought to be attainable in order practically to

open the University to these classes; probably it will admit of considerable variations; but this may well be left, under the system of Private Halls, to regulate itself.

§ 5. *Professional Education.*

Agreement with the suggestions of the Commissioners.

Upon this subject, I agree entirely with Her Majesty's Commissioners. Professional instruction, properly so called, cannot usefully be given in the University, nor is it worth while to sacrifice any part of the general system of the University for the sake of it. But instruction in those branches of knowledge which are preliminary to the professions, and constitute their scientific or historical bases, (as general Jurisprudence, Civil Law, History, Physical Science, &c.) may be given in the University, with the greatest possible benefit to students intended for those professions; and will at the same time harmonize well with the general University course. This instruction has hitherto been presupposed, rather than supplied, in the different schools of special professional instruction established in the metropolis and elsewhere; and, although an endeavour is now being made to supply it in the Inns of Court to students of law, I think the University would furnish a much more favourable field for its acquirement.

§ 6. *Law.*

See my replies to the separate paper of Questions on Law.

§ 7. *Theology.*

Reasons which, to most young men, make Oxford a less desirable place for *special* Theological study, than Diocesan Institutions.

I am inclined to think that the general habits of society and intellectual business of Oxford would always exercise a disturbing influence upon the minds of the greater number of young men during their pre-

paration for Holy Orders; and that, for the purposes of that preparation, the retirement and special discipline of diocesan institutions, like that at Wells, is (in most cases) decidedly preferable; and would continue to be so, notwithstanding any change at Oxford which I can foresee.

§ 8. *Professoriate.*

An active Professoriate not to be expected, from merely increasing the number and salaries of Professors.

Whenever the Professoriate shall have raised itself, by active and effective services in the work of Education, to a high position of usefulness in the University, and credit and influence in the country, it will (even if left principally dependent upon fees, and not richly endowed) be the certain means of retaining men of learning in the University. But, until it has earned for itself this position, I have no confidence in the success of any attempt to accomplish that end, merely by increasing the number and salaries of Professors. Experience has shewn, that the residence of a Professor in Oxford will not be secured, even by the most liberal endowment, if he has no real work to do there, and can find it elsewhere; and I do not think it worth while to pay large sums of money, for the sake of a merely titular connexion between the University and eminent names.

Proper office of Professors.

The proper office of the Professorial method, considered as an instrument of education, is to present large, general, and systematised views of those subjects of knowledge, the detail of which is acquired under the tutorial method, or by private reading; to analyse, criticise, compare, and combine; to propound and investigate principles; to illustrate physical discoveries by experiment; to assist the advanced student in the higher branches of his studies, and to form in him habits of independent research and philosophical

judgment. Some of these offices, on such subjects especially as Moral and Intellectual Philosophy, Jurisprudence, Political Economy, History, Literary Criticism, and physical (as distinguished from mathematical) science, are well adapted to be discharged by public lectures to classes: but such lectures will scarcely be useful, on the majority of these subjects, to any but advanced and intelligent students: for this method is neither adapted nor intended (except, perhaps, in the department of Physics) to *teach*, from the beginning and throughout, any subject whatever; it always presupposes much in the hearer, and suggests more than it communicates, and leaves a large outline to be filled up by detailed and patient study. It is also characteristic of this method, that, although the Professor speaks *ex cathedra*, his views and statements on controvertible subjects (with which he will frequently be very much occupied) are not really authoritative; and cannot safely be accepted as such, without confounding the province of mere opinion with that of knowledge. On other subjects, as mathematics, and the science of language, the method of public lectures to classes does not seem to be available with any advantage. In these departments there is no substantial difference between the tutor and the Professor, or between the methods by which they must work, if they teach at all; and the only occasion for a Professor (considered as a teacher) appears to be, that, in some cases, the particular studies themselves, and, in others, the higher and more philosophical degrees of attainment in them, are rare and exceptional, so as not to be within the ordinary resources of the working tutorial system of the University; and (for the same reason) they are capable of being communicated to single individuals, or to

very small classes, upon the tutorial method, by a University teacher having special qualifications for the purpose, without any excessive demand upon his time. In truth, however, Professorships on these latter subjects have been hitherto chiefly sinecures; and I very much suspect, that, whatever changes may be made, most of them will continue to be so.

Upon the whole, the Professorial system is best and most successfully employed in the cultivation and direction of the active faculties of the mind, and in helping forward the advances of the diligent student after he has elsewhere laid a good and solid foundation. The Tutorial system, on the other hand, is chiefly and most usefully occupied in laying the foundation; it trains the passive faculties of the mind, it verifies the processes, and works out the detail of knowledge. Neither system is complete without the other:—but the Tutorial system can stand alone; the Professorial cannot, if it seeks to produce any result worthy of being dignified with the name of education.

Contrast with the Tutorial System; each incomplete when alone.

Under the College monopoly, the Tutorial method has, not unnaturally, superseded the Professorial altogether; and the result has been, a meagre general standard, and a low maximum, of attainment. The foundations have been continually laid; but not much has been built upon them. Improvement in this respect is, certainly, very much to be desired. But, until the University shall be peopled with a large number of independent students, unconnected with the Colleges, I am not sanguine of the possibility of creating an effective Professorial system in Oxford. I do not think salaries can do it. A demand for Professorial teaching ought to arise naturally, in order to give life to the system; it cannot be forced by artificial means; it must

An effective Professorial System only to be created, by greatly extending the University as before proposed.

be created by pupils who want Professors, not by Professors who want pupils. The recent and coming extensions of the course of University study, and divisions of Schools and Examinations, have a tendency, no doubt, to produce this end. But I think the resources of the Colleges would prove in the long run sufficient, (except, perhaps, in the departments of Jurisprudence and Physical Science,) to make the Tutorial system, as hitherto administered by them, applicable to this state of things,—far enough, at all events, to prevent any very great development of the Professoriate, under a demand proceeding only from the Colleges. And this may be still more the case hereafter, if Fellowships in every College are set apart (as the Commissioners propose) for persons distinguished in the new branches of knowledge; and if the leading Professors are themselves identified with the Colleges, to the extent which some other proposals of the Commissioners involve. The success, therefore, of the plan for opening the University to non-Collegiate students, is, in my opinion, a necessary preliminary to the realization of the Commissioners' views (as far as they are capable of being realized) upon the subject of the Professoriate. The body of non-Collegiate students would, I think, gravitate almost as naturally towards the Professorial system, (supposing that system to be ably administered,) as the body of Collegiate students now does towards the Tutorial; and the main difficulty, which now arises from the complete organization and even excess of domestic tuition, might then probably be found to arise from the opposite quarter. I should hope, however, that the combination in the University of the Collegiate and non-Collegiate elements, together with the impulse given to special studies by the new arrangement of

If this is done, the Tutorial and Professorial Systems may be mutually adjusted and cooperate.

Schools and Examinations, and a general liberty of teaching, such as I have advocated, would result in the due mutual adjustment and co-operation of the Professorial and Tutorial methods, without a too decided preponderance of either. Experience will be the best, and I think the only safe guide, as to the plan and arrangements, if any, which will best effectuate this object: and during the progress of the experiment, I should think it unadvisable to make any regulations which can interfere with the efficacy of the Tutorial system.

Best means to prevent Professorships from becoming sinecures.

In order to prevent the Professorships from degenerating into sinecures, the best means appear to me to be, (1) to give the Professors official stipends of moderate amount only, so as to make the increase of their incomes by fees from voluntary pupils an important object; and (2) to allow the free competition of independent teachers in the University.

§ 9. *Board for Supervision of Studies.*

It is undesirable to separate the intellectual from the general Government of the University.

I see no good reason for separating the intellectual from the general government of the University; but rather the reverse. I think, therefore, that the supervision of studies ought not to be vested in a separate Board or Delegacy. If, indeed, the executive government were vested, either in a body so specially constituted as the present Hebdomadal Board, or in one so numerous as the Congregation recommended by the Commissioners, there might be reasons for taking the superintendence of studies out of such hands. But, in truth, the same reasons tend to shew the unfitness of a Board or Congregation so constituted for governing the University at all. The Professorial Board proposed by the Commissioners, for the supervision of studies and ap-

Strong and special objection to a Board of Professors.

pointment of Examiners, is open to the obvious and (I think) insuperable objection, that it identifies the intellectual government of the University with *one alone* of two independent and coordinate systems of instruction, the Professorial and the Tutorial; the latter of which is at least as essential to the University as the former, and has hitherto had incomparably the more important share in its administration. If the representatives of these two systems were sure to be actuated by similar views, the distinction might be unimportant; but the contrary is the case; and to adopt this proposal would be to pass from one extreme to its opposite. Both systems would be equally and impartially represented upon an Executive and Initiative Board, constituted according to the plan of the Tutors' Association; and this seems to me to be the only safe and wise arrangement.

§ 10. *Patronage of Professorships, &c.*

Elections both by Convocation and the Crown are desirable.

I think Examiners should be appointed by the Executive Board. As to the appointment of Professors, experience shews that good appointments are more frequently made by Convocation and by the Crown, than in any other manner. Both modes of appointment are liable to abuse, and will be, from time to time, abused; but I should not, on that account, wish to see either of them wholly abolished. I have no objection to the increase of Professorships in the patronage of the Crown, as long as those Professors are not invested with any preponderating authority in the government or legislation of the University. The power of voting at elections to Professorships, by Convocation, might, I think, be beneficially limited to the resident members of Convocation only; the test of resi-

dence being made the same, as it will be for the purpose of elections to the Executive Board, if the plan of the Tutors' Association is adopted.

COLLEGES.

Difficulty felt as to expressing any wish for the alteration of College Statutes, where an Oath has been taken against seeking or promoting any such alteration.

The oath which I took upon my admission to a Fellowship at Magdalen in 1834, is such as to create a scruple in my mind, as to the extent to which I should be morally at liberty to advocate any alteration in the Statutes of that College, supposing I considered alteration desirable. Nor is that scruple removed by the suggestion so strongly made in the Commissioners' Report, that the disuse of particular injunctions, and the disappointment of particular purposes, of the Founders, has in fact made the bona fide observance of these oaths altogether impossible, and has virtually dispensed with their obligation, even in those points, as to which there has been (as yet) no departure from the Statutes. This argument is, I think, founded upon an exaggerated view of the facts; at all events, I am not so satisfied of its correctness as to be able myself to act upon it. As, therefore, the tenor of the oath I have referred to disables me from considering, except in a one-sided way, the question of the propriety of any alterations at Magdalen, and as the case of Magdalen cannot be separated in principle from that of other Colleges, I think it best to offer no opinions upon the greater part of the large and important range of subjects comprehended in the series of questions relating to the Colleges. On three points, however, of much moment, I feel myself opposed to the recommendations of the Royal Commissioners, upon grounds which I believe to be independent of

any bias or moral constraint derived from the oath I have taken; viz. (1) the proposed suppression of Fellowships in order to endow Professors; (2) the proposed general change of clerical into lay Fellowships; and (3) the proposed permission for Fellows of Colleges to marry without vacating their Fellowships, in the event of their being appointed to public lectureships in the University.

General objections: (1) To the proposed suppression of Fellowships.

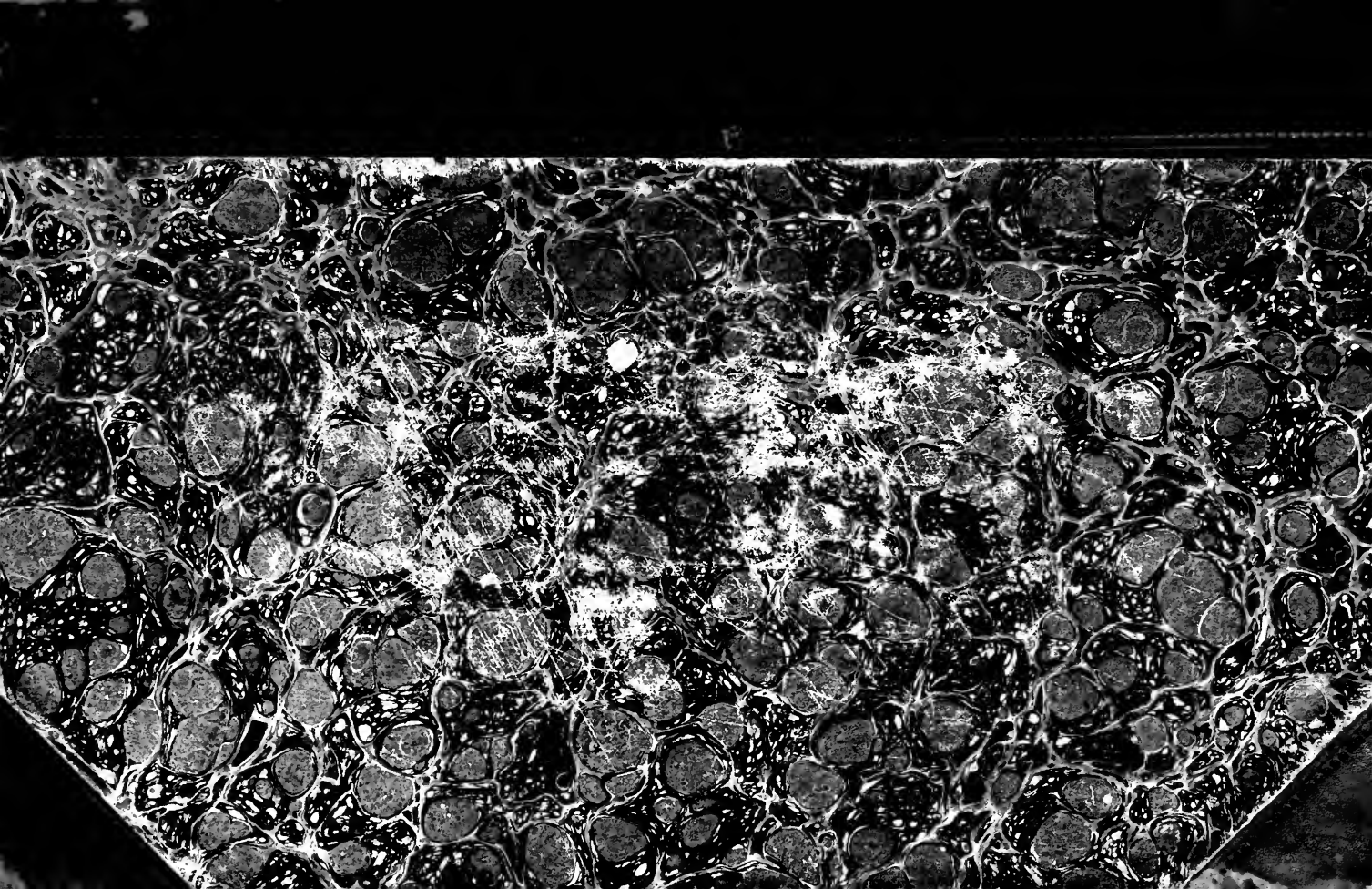
The first of these three recommendations I should strenuously resist, as a needless and wanton mutilation of noble Institutions. I doubt whether the emoluments, which it is proposed thus to obtain for Professors, do not considerably exceed the rate needed for their efficiency; but, however that may be, I think it much best, as a general rule, (admitting, of course, of exception in particular Colleges, where Professorships have been provided for by the Founders,) that the Colleges and the University Professors should continue to be independent of each other. If it is thought right, that the Colleges, as Academical Corporations, should contribute towards the expense of maintaining a proper staff of efficient University officers, (to which, in principle, I can see no objection,) it may be proper to raise the necessary sum for that purpose by a tax upon their Corporate revenues. But the confiscation of integral parts of the Foundations themselves seems to me neither justified by this principle, nor at all required by the practical object in view.

For founding Professorships a Tax is preferable.

The effect of the second of these recommendations would be, to remove the most substantial guarantee now existing for the permanent and *bona fide* maintenance of the connexion between the University and the Church of England. Formulæ of subscriptions to Articles and Canons (even if incumbered with no diffi-

(2) To a change of Clerical into Lay Fellowships.

culties of their own) would be very insecure defences, but for the position which the clergy of the Church of England occupy in the practical administration of the University system; and this position will be virtually destroyed, if all the Fellowships, hitherto appropriated to the clergy, are henceforth permitted to be held by laymen.

(3) Permission to Fellows to marry.

The third recommendation, if adopted, would create an irresistible inducement to jobbing in the appointments to public lectureships; especially if an indefinite increase of such lectureships (as contemplated by the Commissioners) were permitted. As often as any friend of some influential Professor, who was a College Fellow, wanted to marry, there would be a canvass to get him appointed to a public Lectureship; and such Lectureships would not unfrequently be created, for the mere purpose of enabling men to escape from the obligation of Celibacy and yet retain their Fellowships. It is obvious, that under such a mixture of married and unmarriageable Fellows, in ever varying proportions, it would be impossible long to maintain the principle, that celibacy should be an ordinary condition of the tenure of Fellowships. Yet upon the maintenance of this principle, according to the admission of the Commissioners themselves, and the almost unanimous opinion of all persons competent to judge, the whole Collegiate system, and the greater part of the Academical uses of Fellowships, mainly depend.